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Emotional Maturity: A Neglected Factor in Reading?

BY ROXANE RIVA

MAR 22 1961

Gifted young people are wonderful. And confusing. They will talk with eagerness and understanding of Aristotle, Sartre, and number theory; their discussions may put to shame those of some of our more illustrious legislative bodies; yet they can seldom sit still for more than twenty minutes, and they get the giggles. And so their teacher is often faced by the charming—if harrowing—paradox created by a combination of high intelligence and average or below-average emotional maturity.

The contrast presented by these two aspects of what we who think we know something about it choose to call "maturity" has led me to wonder about the role of the emotional in scholastic success, and in reading especially. It has induced me to attempt a study comparing the influences of these two maturities—emotional and intellectual—upon the reading of gifted high school students.

METHOD

The young people studied were those of three English classes at the University of Illinois High School in Urbana, Illinois: two classes of seniors and one of juniors. Each student was asked to keep for eight weeks a record of all his reading not directly related to school work.

Is there any connection between emotional maturity and the quality and quantity of a superior student's reading? Mrs. Riva, who teaches at the University of Illinois High School in Urbana, has uncovered evidence that suggests the correlation may be almost as great as between intelligence and reading, but implies that additional studies are needed.

Since findings depended totally upon the students' truthfulness and accuracy, it was necessary to minimize the project's demands upon the student: the laborious notation of newspaper reading habits, for example, was eliminated by a questionnaire.¹ Students further were allowed five minutes of class time daily to keep the record up to date, and their work load for English class was lightened: the customary requirement of a book read every three weeks and accompanying essay discussing it was completely dropped (a happy kind of concession, since it affected the unguided reading which was the subject of study). Reading records were collected weekly so that students might not be tempted to make false entries for the sake of consistency.

To develop student interest in results, the purposes of the survey were explained quite honestly. No mention of intelligence or emotional maturity, however, was made until the eight-week period was over. Students were further assured that the study would in no way affect their grades. Perhaps the most important factor in encouraging student good faith was a stable, affirmative student-teacher relationship established through more than a semester of work together.

For the study the total group was divided into three twice—once for intelligence, once for emotional maturity. On the basis of scores on the California Test of Mental Maturity, the three intelligence groupings became Group A, I.Q.s 162–140; Group B, I.Q.s 139–120; and Group C, I.Q.s 129–100. Sobered by William Whyte's (*The Organization Man*) discouraging pronouncements upon tests of emotional stability, I determined to bolster the findings of a standardized test of emotional adjustment, The Bell Adjustment Inventory, by combining its findings with the judgments of five teachers upon each young person involved. No significant number of students ranked similarly in both categories.² The total group ranked extremely high in emotional maturity, substantiating the now well-recognized idea that the gifted are generally above average in many areas.³ The rankings were so high, in fact, that

¹ Administered twice, at the outset and conclusion of the survey, this questionnaire provided information on the stability of reading habits as well as the accuracy of students' entries.

² Had more than 50% of the members of Group A, for example, ranked in Group X, similar behaviors between the groups could be attributed to little else than common population. See Table 2.

³ Hollingworth, Terman, and others have documented this phenomenon in detail. See: Burks, Jensen, Terman, et. al., "The Gifted Child Grows up," *Genetic Studies of Genius*, Vol. IV, p. 8; American Association for Gifted Children, *The Gifted Child*, ed. Paul Witty, pp. 133, 294; John E. Bentley, *Superior Children*, p. 13.

to obtain a low group of more than two students it was necessary, as with I.Q.s, to eliminate bottom, "very unsatisfactory," on the Bell five point scale. (See Table 1).

Table 1. Distribution of Students in Groups

Intelligence	Emotional Maturity (on a 5 point scale)
Group A—15 I.Q. 165-140 Boys—10 Girls—5	Group X—13 E.M. 4.9-4.0 Boys—7 Girls—6
Group B—19 I.Q. 139-120 Boys—9 Girls—10	Group Y—25 E.M. 3.9-3.0 Boys—13 Girls—12
Group C—10 I.Q. 119-100 Boys—3 Girls—7	Group Z—6 E.M. 2.9-2.0 Boys—2 Girls—4

Table 2. Percentage of Students in Corresponding Group

Intelligence	Emotional Maturity
Group A—26.7%	Group X—30.7%
Group B—52.6%	Group Y—40.0%
Group C—10.0%	Group Z—16.7%

(Read: 26.7% of those in Group A were in the corresponding Group X; etc.)

Three aspects of the reading process were chosen for study: interests, quantity, and quality. The subject (thus interest area) of the books read was determined by the students themselves, and recorded on a tally developed and used in the Eight Year Study.⁴ Book quality was determined by Miss Marjorie Miller, University High School Librarian, Mrs. Patricia Stenstrom of the University of Illinois Library, and me. Magazine subjects I determined; magazine quality ratings are largely derivative of the five-number, three-figure system used by Gray and Rogers in their *Maturity in Reading*.⁵ (See Appendix for detailed listing of both.⁶)

The group studied is composed largely of young people selected at the beginning of their high school career for superior ability, but it includes some others, more representative of the high school

⁴ Smith and Tyler, "Appraising and Recording Student Progress," *Adventure in American Education*, III, p. 322.

⁵ pp. 267-8.

⁶ Magazine figures represent completion of approximately two thirds or more of the magazine's total content exclusive of advertising.

population in general, who entered subsequently. Some important special factors influence the reading of this group. First 66% of their parents are employed by the University; 61% hold academic rank there. Further, the student body being largely gifted, reading (and intellectual activity in general) is very much "the thing to do": most of the peer pressures which in the average high school operate against reading are here focused to encourage it. Strongly counterbalancing these influences toward greater quantity and maturity in reading, however, is the tremendous burden of extra-curricular activities carried by most of the students.⁷ Two hundred twenty four students attend the high school and participate in roughly 35 different activities; the upperclassmen studied averaged about 6 activities each.⁸

FINDINGS: INTERESTS

Findings of the survey imply that reading habits improve with emotional maturity, as well as with intelligence—not quite as markedly, but significantly. Assuming English teachers to be necessarily patient beings, let's look first at the least definite results. Figures for reading interests show the least evidence of any consistent effect of either intelligence or emotional maturity, but they are worth reviewing just to see what brighter students—at least these brighter students—tend to read.⁹ First, an examination of the most popular interest areas for the group as a whole, and then trends by intelligence and emotional groups.

The five most popular interest areas in books are (1) detective-mystery-horror; (2) science, natural history; (3) humor; (4) drama; and (5) science fiction (Table 4). These are followed by sports, novels about social problems, books of information, and history. Note the large proportion of non-fiction categories, a direct contrast with the reading habits of most average high school groups where Strang, for example, noted non-fiction comprised only about 10% of reading.¹⁰ For this group non-fiction books comprised 48.1%! Some of the difference, of course, may be attributable to national trends since Dr. Strang's study.

⁷ Many were participating in the hectic schedule of intensive operetta rehearsal until the fifth week of this study.

⁸ To everyone's relief, participation in these has since been limited.

⁹ Remember that popularity figures for the "whole group" are a pretty strong reflection of the tastes of the upper intelligence groups (120-162 I.Q.s), because popularity was determined by frequency of mention, and the upper groups did most of the reading.

¹⁰ "Reading Interests, 1946," *English Journal*, XXXV, p. 475.

Table 3A. Most Popular Book Interest Areas by Group

Intelligence					
Group A		Group B		Group C	
Detective-Mystery-Horror	1.266	Plays	.736	Success Stories	.500
Science, Natural History	1.200	Science Fiction	.526	Love and Romance	.400
Sports, Games	.866	Humorous Stories	.526	Humorous Stories	.300
Humorous Stories	.533	Detective-Mystery-Horror	.526	Detective-Mystery-Horror	.200
Science Fiction	.466	Novels on Social Problems	.526	Adventure-Western	.200
Plays	.466				

Least Popular Book Interest Areas by Group

Hobbies	} 0	History	} 0	Because of the small quantity of books read by this relatively small group, all categories but those above, Biography-Autobiography, and Philosophy-Religion rank as 0 books read.
Adven.-West.		Tragic Novels		
Phil.-Religion		Success Stories		
		Sports Stories		
Tragic Novels	} .066	Adven.-West.	} .052	
Success Stories		Sea Stories		
Poetry		Phil.-Religion		
Sea Stories		Music, Arts		
Sports-Games		Sports, Games		
Music, Arts				

All book figures cited in this paper represent books completed by students in the course of the 8-week period.

Figures indicate average number of books read in that category by each person in each group.

See Table 4 for a list of all categories sampled.

Table 3B. Most Popular Book Interest Areas by Group

Emotional Maturity					
Group X		Group Y		Group Z	
Science Fiction	.923	Detective-Mystery-Horror	1.000	Humorous Stories	.333
Humorous Stories	.729	Plays	.640	Information	.333
Science, Natural History	.692	Science, Natural History	.520	Science, Natural History	.016
Plays	.384	Sports, Games	.520	Social Problems	.016
Social Problems	.384	Novels on Social Problems	.480		

Least Popular Book Interest Areas by Group

Success Stories	} 0	Adventure,	} 0	Group Z, extremely small, made no entries other than those averaged above.
Tragic Novels		Westerns Hobbies		
Books of Short Stories	} .076	Sea Stories	} .040	
Novels on Social Problems		Social Problems		
Sea Stories		History		
Sports, Games				
Sports Stories				

Figures indicate average number of books read in that category by each person in each group.

See Table 4 for all areas sampled.

When we further try to compare these findings with those of similar studies, we are clearly led only to the conclusion that the ways of both life and the gifted are peculiar. It is more accurate, though, to say simply that the methods of those making the studies are varied. The lack of unanimity becomes less discouraging when we realize that studies vary in such aspects as duration, sampling instruments, intelligence ranges and ages of the subjects: my "gifted," for example, ranged from 104 I.Q. up (though unquestionably the majority were of high intelligence, and those did so much more reading proportionately that the effect of the average students was largely obscured).

Many findings, though, do correspond. Terman, for example, notes "gifted children are interested in books of poetry, biography, autobiography of famous persons, books on travel, math, art, and popularized science and puzzles,"¹¹ true for this group with the exception of biography, autobiography, and travel. This unpopularity of biographical works and the popularity of humor, extreme in this group, was evident also in Strang's more "average" group.¹²

Norvell finds "the child of superior intelligence is likely to show a preference for books which are usually preferred by older children."¹³ Does this apply to these teenagers? Gray and Rogers note two studies attempting to determine the interests of the mature in reading, one of which finds that people having completed grade school tend to read "adventure, mystery, and religion"; high school, "adventure"; and college, "war, social problems and history."¹⁴ In these terms, this group is an amusing complex of tendencies,

¹¹ op. cit., p. 144.

¹² op. cit., p. 478.

¹³ *Reading Interests of Young People*, p. 39.

¹⁴ p. 21.

since they love mystery (grade school) and science fiction, which might be interpreted as adventure (high school). And yet they do show a moderate degree of interest in history and social problems (college), and these interests are marked in those of extremely high intelligence (I.Q.s 155-162).

Witty and Lehman sampled a group, somewhat like this one in range of intelligence, at age 15½ and then at age 17½ (these ages, incidentally, pretty accurately represent the top and bottom of my group) with some similar, but more dissimilar, results: mystery stories and detective stories were moderately popular, mystery growing more so with the older group, detective, less. Novels of adventure were most popular¹⁵ (science fiction in this study is fifth in popularity, novels on social problems seventh, but little else that might be called adventure ranks high). The observation most applicable here is one made by D. H. Yates in a study discussed by John Bentley: gifted children prefer those areas which require a high degree of thinking (such as science, history, economics, English, math), whereas average students are interested in such subjects as drawing, music, languages, and manual work.¹⁶ Except that it overlooks humor, this is a quite adequate description of the interests of this group.

So much for interests in books. But books present only a portion of the picture: many strong interest areas are better represented in magazines, newspapers, or other reading matter: interests in the school, school life, and activities, for example. These were revealed only by entries (tallied under "miscellaneous") like those listing the school newspaper, Student Council Minutes, and year-books.¹⁷ Poetry, first in miscellaneous, is unquestionably an area of high general interest, yet this is evident only when we realize that few of these students read an entire book of poetry at a time. (How many of us do?) Likewise a strong interest in music and the arts (third in miscellaneous, eighth in magazines) might be served quite well, particularly for young people of this age, by the less intense, often more specific treatment afforded by magazines (where they rank third in popularity), likewise hobbies (fifth), where books are often expensive, and information, especially in areas like photography and electronics, quickly outdated. Similarly there are subjects best treated in books: mystery and detective,

¹⁵ "A Study of the Reading and Reading Interests of Gifted Children," *Pedagogical Seminary and Journal of Genetic Psychology*, 40: 473.

¹⁶ p. 20.

¹⁷ These three rank third, fourth, and fifth in miscellaneous reading, combined, second. See Table 5.

drama, and science fiction. (Anyone who has struggled through portions of a science fiction magazine will agree that their general absence is a sign of student good taste.)

Recognizing differences in media, then, we can say that interests remain fairly consistent throughout the student's reading program. A modified list of reading interests of the group would thus read as follows: humor, current events, detective-mystery, sports, general and general information, science, plays, poetry, high school activities, music and the arts, and boys' hobbies. There is an effort at a descending order here, but its validity is highly contestable; for the statistics, see Tables 4 and 5.

But how are these reading interests tied to intelligence and emotional maturity? Specifically, is there any evidence that intelligence and emotional maturity have similar effects on reading interests? For books, the two sets of groups show similar patterns in the areas of historical novels, drama, science, humorous stories, biography, autobiography, and sports stories¹⁸—hardly enough

¹⁸ Reading in the last was restricted to the two top groups, A and X.

Table 4. Book Interests by Popularity—Total Group

Detective-Mystery-Horror . . . . .	.704
Science, Natural History . . . . .	.545
Humorous Stories . . . . .	.477
Plays . . . . .	.477
Science Fiction . . . . .	.386
Sports . . . . .	.318
Novels on Social Problems . . . . .	.295
Miscellaneous Non Fiction . . . . .	.295
Books of Information . . . . .	.272
History . . . . .	.250
Social Problems . . . . .	.159
Success Stories . . . . .	.136
Historical Novels . . . . .	.136
Miscellaneous Novels . . . . .	.136
Biography, Autobiography . . . . .	.113
Adventure, Western . . . . .	.090
Tragic Novels . . . . .	.090
Hobbies, Practical Arts . . . . .	.090
Short Stories . . . . .	.090
Poetry . . . . .	.068
Music, Arts . . . . .	.045
Philosophy, Religion . . . . .	.045
Sea Stories . . . . .	.045
School Stories . . . . .	.022
Success Stories . . . . .	.022

Figures indicate average number of books read by each person of the total group studied.

Table 5. Most and Least Popular Interest Areas—Total Group

Magazines		Books		Misc. Reading	
Most Popular:				Poems	2.363
General	3.840	Detective, etc.	.704	Information	1.068
Humor	3.522	Science, etc.	.545	Music, Arts	.977
Current Events	3.090	Plays	.477	Student Council	
Sports	1.340	Science, Fiction	.368	Minutes	.772
Hobbies, Boys'	1.090	Sports	.318	School Newspaper	.590
Science	.818			High School	
Love & Romance	.795			Activities	.500
Music, Arts	.772			Misc. Stories	.497
Girls: Personal	.704				
Least Popular:					
Boys: Personal	.022	School Stories	.022	Lit. Browsing	.045
Science Fiction	.022	Phil., Religion	.045	Love, Romance	.045
Detective, etc.	.113	Music, Arts	.045	Detective, etc.	.090
History	.136	Poetry	.068	Humor	.090
Travel	.295	Adven.-Western,		Children's Stories	.113
		Tragic Novels,			
		Books of Stories,			
		Hobbies, etc.	.090		

alone to make an impressive case, but indicative of the general trend of the study.

Let's compare groups in the 5 areas of top popularity—first for books, then for magazines. (See Tables 3A and 3B.) Detective-mystery-horror, the most popular book interest area, is read in gradually decreasing proportions from groups A to C.¹⁹ It is the middle emotional group, Y, which reads the most here (both books and magazines). And always it is boys, by far, who read the most detective fiction. Science and natural history, second, draws more boys than girls, and more upper than lower group students in both divisions. So does humor, third most popular. The reading of plays, greater with girls, is in both divisions confined to the upper groups, though it is most extensive in the middle groups.

Both this interest in drama and the one in music and the fine arts mentioned earlier seem to be relatively unusual in high school students, both the average and the gifted. Strang notes that "it is the exceptional pupil who expresses an interest in philosophy, religion, music, art, plays, and poetry."²⁰ Witty and Lehman, too, find that "among the gifted children little interest was exhibited in the books dealing with the fine arts, with music, and with the

¹⁹ This trend is exactly reversed in magazines, where the reading increases in the lower groups.

²⁰ p. 478.

drama. And with the boys poetry also is accorded little or no interest."²¹

Most of us have suspected science fiction to be extremely popular with young people of high intelligence. It is in this group. Fifth in popularity for books, it is read only by the two upper intelligence groups (more largely by group B), and in descending quantities by the emotional groups. The disproportionately large quantity read by the group of top emotional maturity (.923 books per student in X, as compared to .160 in Y, and .016 in Z) will surprise many of us, I think, and points to some interesting possibilities for further analysis.

Figures for magazine reading throughout this study ought to be interpreted with some caution. Despite the large collection of magazines available in the school library, and the pleasant conditions for browsing, students' magazine reading is largely determined by what is available in their homes. Further, what might seem to be the great popularity of certain individual magazines is often due to the fact that they are weeklies, and thus more plentiful.

Magazines which were relegated to the "general" category (*Compact*, *Coronet*, *Ebony*, *Friends*, *Jet*, *Life*, *Look*, and *Reader's Digest*) are most popular with the entire group, girls reading the greatest quantity by far. Note that reading here again ascends with emotional maturity as well as intelligence. Humor magazines,²² most popular with both boys and girls, are read less by students of lower intelligence, and, significantly, more by students of lower emotional maturity (Table 5). The popularity of current event magazines (third) may be influenced by the large number of weeklies on the subject, and further by the excellence of the school's social studies department. Unquestionably it is a highly healthy phenomenon. It is also evidently a good index of maturity: reading of current events magazines gradually slackens from the upper to the lower groups of both sections, with the boys generally reading a bit more than the girls. The reading of sports magazines (fourth) is in both sections limited to the two upper groups, largely to the boys, and further to a relatively small number of these. Reading in the fifth most popular magazine interest, boys' hobbies, is also limited to a portion of the young people sampled, but is fairly well distributed through the groups.

A few incidental observations: not one student entered a magazine of the *True Confessions* type. This, of course, is a bit thick—even to a teacher of the gifted. On further questioning, girls said

²¹ p. 473.

²² This category included student entries which stated magazines such as the *New Yorker* had been read for humor.

Table 5. Magazine Reading: Subjects

Table 3. Magazine Reading: Boys																			
	A			B			C			X			Y			Z			G.T.
	A	B	C	Boys	Girls	Tot.	Boys	Girls	Tot.	Boys	Girls	Tot.	Boys	Girls	Tot.	Boys	Girls	Tot.	
Science Fiction.....	0	.052	0	.142	0	.076	2.857	3.500	3.153	4.923	2.000	3.520	0	0	0	2.000	5.300	4.333	.022
Humor.....	4.800	3.157	2.300	2.857	3.500	3.153	0	0	0	.307	.083	.200	0	0	0	0	0	0	3.522
Detective, etc.....	0	.052	4.000	0	0	0	.142	.666	.384	.230	1.583	.880	.307	2.000	.400	0	2.000	1.333	.113
Love, Romance.....	.600	.894	.900	.142	.666	.384	.571	.666	.615	.230	1.583	.880	.307	2.000	.400	0	.250	.166	.795
Essays.....	.800	.315	.100	.571	.666	.615	.1714	.333	1.076	.153	.666	.400	.307	2.000	.400	.500	0	.166	.431
Information.....	.933	.526	.100	1.714	.333	1.076	.714	1.333	1.000	.538	1.083	.880	.153	.666	.400	0	0	0	.568
Music, Arts.....	1.133	.789	.200	.714	1.333	1.000	.4857	5.333	5.076	.923	.833	.880	.307	2.083	.2720	0	.500	.333	.772
Current Arts.....	5.066	2.684	.900	4.857	5.333	5.076	1.000	.166	.615	.230	.083	.160	.307	.250	.280	2.500	.250	1.000	3.090
Science.....	1.200	.842	.200	1.000	.166	.615	.282	0	.153	.230	.083	.160	0	0	0	0	0	0	.136
History.....	.133	.210	0	.282	0	.153	.571	0	.307	.307	.250	.280	0	0	0	1.000	0	.333	.295
Travel.....	.266	.421	.100	.571	0	.307	2.428	0	1.307	3.000	.250	1.680	0	0	0	0	0	0	1.340
Sports.....	1.600	1.684	.300	2.428	0	1.307	0	0	0	0	0	0	0	0	0	1.000	0	.333	.450
Vocations.....	.133	0	0	0	0	0	4.857	0	2.615	.538	.166	.360	0	0	0	1.500	.500	.833	1.090
Hobbies: Boys'.....	.400	1.947	.500	4.857	0	2.615	0	.500	.230	0	.666	.320	0	.666	.320	.500	.750	.666	.340
Hobbies: Girls', home-fashion	.200	.157	.900	0	.500	.230	0	.500	.230	.230	1.500	.840	.230	1.500	.840	0	1.000	.666	.704
Girls, personal.....	.466	.842	.800	.142	.833	.461	.142	.833	.461	.076	0	.040	0	.076	0	0	0	0	.022
Boys, personal.....	.066	0	0	0	0	0	0	0	0	.692	.083	.400	0	.692	.083	0	0	0	.386
Cheesecake.....	.600	.421	0	1.000	0	.538	1.142	.166	.692	1.076	1.416	1.240	0	1.076	1.416	0	.250	.166	.931
Family.....	1.733	.684	.200	1.142	.166	.692	5.428	7.000	6.153	2.230	3.750	2.960	0	2.230	3.750	1.500	3.000	2.500	3.840
General.....	4.533	3.789	2.900	5.428	7.000	6.153													

Figures represent each completion of approximately two-thirds or more of a magazine's total content (exclusive of advertising).

they sometimes read these during the summer, from boredom, but seldom during the busy school year. The corresponding area for boys, labeled "cheesecake" (*Bachelor*, *Gent*, and the like, and *Playboy*—the labelling for the last, actually, was strongly contested by several of the boys who insist they read *Playboy* "for the articles, too"), strangely enough, is most popular with the boys of the top two groups, in both sections. But these are read by a relatively small number of boys—ominously most of these are going steady—and so the limited sampling in the lower groups may be concealing similar popularity there. Further, happily, the quantity of "music and the arts" magazines increases with both intelligence and emotional maturity.

Table 6. Miscellaneous Interests by Popularity—Total Group

FICTION

Miscellaneous Stories . . . . .	.497
Unique* . . . . .	.250
Comics:	
"adult" . . . . .	.204
child . . . . .	.136
Science Fiction . . . . .	.136
Children's Stories . . . . .	.113
Humor . . . . .	.090
Mystery, etc. . . . .	.090
Love, Romance . . . . .	.045
Success Stories . . . . .	.006

NON FICTION

Poems	2.363
Information	1.068
Music, Arts . . . . .	.977
College . . . . .	.795
Student Council Minutes . . . . .	.772
High School Newspaper . . . . .	.590
Philosophy, Religion . . . . .	.568
High School Activities . . . . .	.500
Miscellaneous . . . . .	.363
Science . . . . .	.227
History . . . . .	.227
Essays . . . . .	.159
Hobbies	
Boys' . . . . .	.159
Girls' . . . . .	.159
Sports . . . . .	.159
History . . . . .	.119
Literature: browsing . . . . .	.045
Vocations . . . . .	.045

* Magazine of student creative writing.

Figures indicate average number of entries made by each person of the total group studied.

Analysis of the various categories of miscellaneous reading revealed little more than a fairly consistent pattern of high quantity in the middle, B and Y, groups. Comic books remain highly popular; more are read by the higher groups in both sections, providing still further support for the belief that gifted children generally read more of them.²³ Miscellaneous reading in music and the arts is unquestionably largest in both middle groups—I am at a loss to explain why, except that several highly talented and aesthetically interested young people happened to fit into B and Y groups. Philosophy and religion are also more popular in B and Y groups than the others, and so are miscellaneous stories. College materials, as we would expect, are read extensively by the top group in each category.

Generally, then, these students' entries demonstrate D. H. Yates' assertion that the gifted prefer subjects which require a high degree of thinking. The five most popular areas for books were (1) detective-mystery; (2) science, natural history; (3) humor; (4) plays; (5) science fiction. Highly popular areas in media other than books were current events, sports, general and general information, poetry, high school activities, music and the arts, and boys' hobbies. There are indications of the salutary effects of intelligence and emotional maturity upon reading interest, but these are significant only as part of a larger trend, and hardly definitive in themselves.

FINDINGS: QUALITY AND QUANTITY

It is not surprising to find that a larger quantity of material is read by students of high intelligence than those of lower intelligence: their minds work rapidly, we would say, or they read rapidly. But it is really significant to note that larger quantities of material are read by students of greater emotional maturity than those of lesser maturity.

Of course, the figures on newspaper reading (Table 7) show little that is either appreciable or consistent in differences between groups. The figures do show, though, that time devoted to reading newspapers rises with intelligence.²⁴ But it rises by little more

²³ *The Gifted Child*, ed. Paul Witty, p. 40.

²⁴ Time devoted to newspaper reading, the studies of Gray and Rogers indicate (op. cit., p. 20), does vary with the extent of the adult's education (but not in this type of ascending scale, however). The smallest quantity of time, spent by grade school graduates, 31 minutes daily, is more than the greatest amount spent by these students. But then few adults have anything cutting into their newspaper reading time the way homework does for these young people.

Table 7. Extent of Newspaper Reading

Group	A	B	C			
Time (daily).....	28.066	25.842	23.900			
No. papers read usually.....	1.600	2.157	2.000			
No. papers read sometimes..	1.000	1.210	1.100			
Group	X	Y	Z			
Time (daily).....	25.846	27.000	21.666			
No. papers read usually ..	1.538	2.080	2.166			
No. papers read sometimes	1.153	1.200	.666			
	Boys	Girls	Boys	Girls	Boys	Girls
Time (daily)	30.000	21.000	29.461	11.760	27.500	18.750
No. papers read usually	1.714	1.333	2.076	2.083	2.500	2.000
No. papers read sometimes	.857	1.500	.923	1.500	0	1.000

than two minutes a group—hardly enough to account for the peculiarities of the rather small sampling this survey involved. It is clear, in addition, that the boys spend more time reading newspapers than do girls. (Could this be the sports page alone? Let's hope not.) We may further infer that the boys read more papers regularly,²⁵ but that the girls choose their occasional reading from a larger variety of papers. These figures, however, while consistent, are very close, and must be interpreted with caution.

The quantity figures for miscellaneous reading also do little to show a relationship between maturity and quantity reading (Table 8). But here a peculiar and rather gratifying thing happens: both intelligence and emotional maturity groups pattern in the same

²⁵ Both of these substantiate Raubicheck's findings that boys read magazines and newspapers more frequently than do girls. ("The Reading of Superior High School Pupils," *English Journal*, 29: 478.)

Table 8. Miscellaneous Reading: Quantity

Group	A	B	C
	11.000	13.789	7.100
Group	X	Y	Z
	9.230	13.040	4.500
	Boys Girls	Boys Girls	Boys Girls
	7.000 12.000	8.153 18.416	4.500 4.500

Figures indicate the average number of items read by each person of the group specified.

way—the largest quantity of miscellany is entered by the middle group (as we noted earlier), the next largest by the top group, and the least by the lowest group. This patterning does seem to imply that some of the characteristics and habits we now attribute to intelligence (or lack thereof) may be due to emotional factors—in other words, that the emotional plays a larger role than we have heretofore believed.

It is statistically clear that the girls are the larger readers here—but one suspects that perhaps the girls, somehow more methodical (or is this chauvinism?) simply entered more of the miscellany they read. All miscellany figures are suspect on these grounds. In book reading, again, little evidence of any emotional-intellectual relationship: while the percentage of people reading no books whatsoever declines directly with rising intelligence, the figures for the emotional groups show no direction (Table 11).

Figures for magazines and books, however—probably the most reliable because easily remembered and entered daily—indicate that the more emotionally mature (as well as, of course, the more intelligent) the student, the more he reads (Tables 9 and 10).²⁶

And the better the books and magazines he reads. Most reading is done in the middle quality class,²⁷ (both magazines and books), and apparently these young people choose their books with more discrimination than their magazines: A and X devoted 48.0% and 51.9% respectively of their book reading to class 1 (superior

²⁶ The sudden drop between groups Y and Z indicates, I think, some interesting results in a study which would cover more fully the lower range of emotional adjustment.

²⁷ Students listed a very small percentage of books in class 3, "pulp," and in conference questioned such a low classification for them. See Appendix for classifications.

Table 9. Magazine Reading: Quantity

Group	A		B		C	
	25.466		20.526		10.400	
Group	X		Y		Z	
	25.230		18.360		12.666	
	Boys	Girls	Boys	Girls	Boys	Girls
	29.000	20.500	19.384	17.416	10.500	13.750

Figures indicate the average number of magazines read by each person in the specified group.

Average number of magazines read per person, total group: 19.750

Table 10. Book Reading: Quantity

Group	A	B	C
	8.133	5.368	2.100
Group	X	Y	Z
	6.615	5.960	1.333
	Boys Girls	Boys Girls	Boys Girls
	7.571 5.500	5.692 6.250	1.000 1.500

Average number of books read per person, total group: 5.568.

Figures indicate the average number of books read by each person in the specified group.

Table 11. Percentage of Each Group Reading No Books

Group	A	B	C
	.066	.315	.500
Group	X	Y	Z
	.307	.200	.333

quality) books, and only 21.7% and 18.1% of their magazine reading to class 1 magazines.²⁸ But the higher groups consistently and by large margins devoted a greater percentage of their reading to better material (Tables 12 and 13).²⁹ Examination of the quantity and quality of these students' reading, then, suggests that emotional maturity contributes to good reading habits.³⁰

This possibility implies some new attitudes, if not practices, on the part of English teachers. Let us, in closing, note two of these.

If emotional maturity is accompanied by better reading habits, then we have another reason for a very important concern: helping the student develop this abstraction—by classroom atmosphere, by the nature of the learning activities we choose, but most of all

²⁸ In the upper groups the girls generally read more books and magazines of higher quality than do the boys. In the intelligence section this is true of the lower groups, but not the top, possibly because of two boys in A whose quality reading might be so extensive as to affect the figures for the entire group.

²⁹ As usual, differences were somewhat less marked in the emotional grouping.

³⁰ The obvious next question is whether this is true for only higher intelligence groups. Without doubt this question ought to be investigated.

(idealistic as it may seem in our overloaded schedules) by a concern for him as an individual.

Finally, here is another reason for "junking the fatalistic attitude

Table 12. Magazine Reading: Quality

(Group)	A	B	C
Class			
1.....	21.7	14.9	9.8
2.....	55.3	46.4	47.0
3.....	22.8	38.5	43.1
(Group)	X	Y	Z
Class			
1.....	18.1	17.6	11.8
2.....	52.2	49.4	46.0
3.....	29.6	32.7	42.1
	Boys Girls	Boys Girls	Boys Girls
Class			
1.....	18.2 10.6	17.8 63.5	11.8 10.9
2.....	42.3 69.1	51.1 47.2	57.1 41.8
3.....	39.4 13.0	30.9 34.9	28.5 47.2

Figures indicate of the specified group's total magazine reading the percentage done in the class specified.

Table 13. Book Reading: Quality

(Group)	A	B	C
Class			
1.....	48.0	39.6	9.0
2.....	50.4	57.4	90.0
3.....	1.6	2.9	0
(Group)	X	Y	Z
Class			
1.....	51.9	44.2	3.8
2.....	44.2	58.5	2.0
3.....	3.8	2.0	0
	Boys Girls	Boys Girls	Boys Girls
Class			
1.....	56.4 33.3	33.6 48.4	0 16.6
2.....	33.3 66.6	63.2 50.5	100.0 83.3
3.....	5.1 0	3.0 1.0	0 0

Figures indicate the percentage of the specified group's total book reading that was done in the class specified.

we can so easily—and unconsciously—develop toward intelligence as an absolute standard, a determiner of limits and of standards of achievement, in school and in life.

So being emotionally mature may be almost as good as being intelligent—in reading skills, anyway. What next?

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Quality Ratings for Magazines

Class I—challenging, mature

Accent	New York Times Book Review
American Heritage	The New Yorker
The Atlantic Monthly	The Reporter
The Classical Journal	The Saturday Review
Current History	Scientific American
Fortune	Theatre Arts
Harper's	U. S. News and World Report
The Nation	

Class 2—moderately well-written, but less challenging

The American Observer	Holiday
Arizona Highways	Life
Better Homes and Gardens	L'Oeil
Business Week	National Geographic
Changing Times	Newsweek
Coming Events in Britain	New York Times Magazine
The Commonwealth	Popular Electronics
Consumers' Report	Saturday Evening Post
Consumers' Research Bulletin	Reader's Digest
Cosmopolitan	Realities
Esquire	Senior Scholastic
The Farm Journal	Science
High Fidelity	Time

Class 3—not very well written, unchallenging

Alfred Hitchcock's Mystery Magazine	Mad, Frenzy, Crazy, etc.
American Camera	Mademoiselle
American Girl	Modern Screen
American Rifleman	Muzzle Blasts
Astounding Science Fiction	Photoplay Studies
Bachelor	Pix
Baseball Digest	Playboy
Basketball Magazine	Popular Mechanics
Chaff	Popular Science
Charm	Redbook
Compact	Rogue
Coronet	The Saint's Detective Magazine
Dude	Scamp
Ebony	Seventeen
Family Circle	Sport
Field and Stream	Sports Afield
Friends	Sports Illustrated
Gent	Sporting News
Good Housekeeping	Tan
Gun Digest	Today's Health
Guns and Ammunition	U. S. Photography
Home and Garden	Popular Photography
Jet	Modern Photography
Ladies' Home Journal	Candid Photography
Mechanics Illustrated	U. S. Camera
McCall's	Vogue
Motor Trend	Votre Beauté
Look	Woman's Day

Magazine Groupings for Interest Areas

"Cheesecake"

Bachelor
Dude
Escapade
Gent
Fix
Playboy
Rogue
Scamp

Current Events

American Observer
The Commonwealth
The New Republic
Newsweek
The Reporter
Senior Scholastic
Time
U. S. News and World Report

Detective - Mystery - Horror

Alfred Hitchcock's Mystery Magazine
The Saint's Detective Magazine

Essays

The Atlantic Monthly
Harper's
The New Yorker

General

Compact
Connect
Ebony
Friends
Jet
Life
Look
Saturday Evening Post
Reader's Digest
Tan

History

American Heritage
Current History

Hobbies, Practical Arts

Boys:

Candid Photography
Mechanics Illustrated
Modern Photography
Motor Trend
Popular Electronics
Popular Mechanics
Popular Photography
Popular Science
Radio News
U. S. Camera
U. S. Photography

Girls: home magazines

Better Homes and Gardens
Family Circle
Good Housekeeping
Home and Garden
Woman's Day

Humor

Chaff
Crazy
Frenzy
Mad
New Yorker (some entries)
Saturday Evening Post (some entries)

Information

Business Week
Changing Times
Consumers Report
Consumers' Research Bulletin
Fortune
Today's Health

Love and Romance

Cosmopolitan
Journal
McCall's
Redbook

Music and the Arts

Accent
Classical Journal
Hi-Fi
L'Oeil
Modern Screen
New York Times Book Reviews
Photoplay Studies
The Saturday Review of
Literature
Theatre Arts
TV Guide

Science, Natural History

Science
Scientific American
Science Monthly
Science Newsletter

Science Fiction

Astounding Science Fiction

Personal

Girls:
American Girl
Charm
Mademoiselle
Seventeen
Vogue
Votre Beauté

Boys:
Esquire

Sports

American Rifleman
Baseball Digest
Basketball Magazine
Field and Stream
Gun Digest
Guns and Ammunition
Muzzle Blasts
Outdoor Life
Road and Track
Sport
Sporting News
Sports Afield
Sports Illustrated

Spring Executive Committee Meeting

President Emma Mae Leonhard has announced that the Executive Committee of the IATE will meet from 9 to 11:30 Saturday, March 21, 1959, in the Hotel Sherman in Chicago. All officers and district leaders are urged to attend. Members of IATE are welcome as visitors.

Following the business session, the group will have lunch with the English Club of Greater Chicago, in the Georgian Room at Carson, Pirie Scott. Speaker at the luncheon will be Professor Howard Vincent of Illinois Institute of Technology. His topic: "American Literature Abroad." All IATE members are invited by the Chicago Club. Reservations should reach Miss Angeline Caruso by March 18. Her address is Gage Park High School, 5630 South Rockwell, Chicago 29.

The Program Committee, responsible for planning for the October 23-24 conference, will meet at the Sherman on Friday evening, March 20, from 7 p.m. until ? a.m. Members of the committee are Margaret Cummings, Mt. Vernon; Florence Diers, Pekin; Philip Ford, Des Plaines; Robert Gard, Brookfield; Maurine Self, Jacksonville; Roy Weshinskey, Carbondale; and J. N. Hook, Urbana, chairman.

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